DOCUMENT RESUME

ED 432 955 HE 032 663

AUTHOR	Coulter, Sara
TITLE	Introductory Bibliography for Curriculum Transformation. Women in the Curriculum Series.
INSTITUTION	Towson Univ., Baltimore, MD. National Center for Curriculum Transformation Resources on Women.
SPONS AGENCY	Ford Foundation, New York, NY.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
ISBN	ISBN-1-885303-32-7
PUB DATE	1997-00-00
NOTE	37p.; For related documents in this series, see HE 032 664-689.
AVAILABLE FROM	Towson University, 8000 York Road, Baltimore, MD 21252; Tel: 800-847-9222 (Toll Free); Fax: 410-830-3482; Web site: http://www.towson.edu/ncctrw ($7).
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*College Curriculum; *Curriculum Development; *Females; Higher Education; Information Sources; *Womens Education

ABSTRACT

This bibliography provides a list of references for developing curriculum on women. References are grouped in seven sections which address: (1) introduction to women as a subject of study (4 references); (2) scholarship on women (7 references); (3) rethinking the disciplines (23 references); (4) pedagogy (20 references); (5) advice and experience of colleagues (42 references); (6) professional associations as publication sources (42 references from 12 associations); and (7) journals and periodicals (8 specific journals and 48 more general journals). (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

HE

ED 432 955

INTRODUCTORY BIBLIOGRAPHY

Sara Coulter

HE032663

WOMEN in the CURRICULUM

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

* Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

Women in the Curriculum

INTRODUCTORY BIBLIOGRAPHY FOR CURRICULUM TRANSFORMATION

Sara Coulter

National Center for
Curriculum Transformation
Resources on Women
1997

National Center for Curriculum Transformation Resources on Women
Institute for Teaching and Research on Women
Towson University
8000 York Road
Baltimore, MD 21252
Phone: (410) 830-3944
Fax: (410) 830-3469
E-mail: ncctrw@towson.edu
http://www.towson.edu/ncctrw

Copyright © 1997
National Center for Curriculum Transformation Resources on Women

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the National Center for Curriculum Transformation Resources on Women.

The National Center for Curriculum Transformation Resources on Women is partially supported by grants from The Ford Foundation and the U.S. Department of Education, Fund for the Improvement of Postsecondary Education, whose support is gratefully acknowledged. The viewpoints expressed herein, however, do not necessarily reflect those of the funding agencies.

Printed on recycled paper by Uptown Press, Baltimore, MD

ISBN 1-885303-32-7

Preface

This *Introductory Bibliography* provides a list of references for beginning curriculum transformation on women, especially for those organizing projects and activities for faculty and teachers. It does not attempt to be comprehensive but rather to simplify the process of selection by offering an "introduction" that will lead you to other sources.

Towson University, Baltimore, MD

Introductory Bibliography

"Where do I begin?"

When individual faculty, teachers, and project directors begin the task of curriculum revision, they confront a large number of resources and a variety of complex issues. Although both the level of faculty preparation and local institutional circumstances can vary widely, the following bibiliography is intended to suggest where one might begin. It is divided into seven sections:

- Introduction to Women as a Subject of Study
- Scholarship on Women
- Rethinking the Disciplines
- Pedagogy
- Advice and Experience of Colleagues
- Professional Associations as Sources of Curriculum Transformation Publications
- Journals and Periodicals

Introduction to Women as a Subject of Study

Since women have not been a part of the traditional curriculum, assimilating information about women and their diversity is a new learning experience. The titles recommended below offer an abbreviated introduction to the study of women. The many good textbooks now available for introductory Women's Studies courses could also serve this purpose.

- Andersen, Margaret L. *Thinking about Women*. 4th ed. New York: Macmillan, 1996.

- Cole, Johnetta B. "Commonalities and Differences." *All American Women, Lines That Divide, Ties That Bind*, Free Press, 1986, 1-30 Rpt. in *Race, Class, and Gender*. Eds. Margaret L. Andersen and Patricia Hill Collins. Belmont, CA: Wadsworth, 1992.

- Rich, Adrienne. "Taking Women Students Seriously." *Lies, Secrets, and Silence: Selected Prose, 1966-1978*. New York: Norton, 1979.

- Schmitz, Betty, Johnnella E. Butler, Deborah Rosenfelt, and Beverly Guy-Sheftall. "Women's Studies and Curriculum Transformation." *Handbook of Research on Multicultural Education*. Eds. James A. Banks and Cherry A. McGee Banks. New York: Macmillan, 1995.

Scholarship on Women

There is by now an enormous quantity of scholarship on women, and it is increasing daily. Consequently the titles listed below sample only a few major sources of bibliography and information. The following resources should help you locate what you need for revising specific courses. Some of these are available online.

- Dickstein, Ruth. "Women in International Studies: A Bibliographic Guide." *Women's Studies International Quarterly* 14.4: 357-73.

- Dickstein, Ruth and Maria Segura Hoopes. *Minority Women: A Research Guide*. Occasional Publication 10, 1991. Southwest Institute for Research on Women, University of Arizona, Tucson, AZ 85721; phone: (520) 621-7338, fax: (520) 621-1533.

- Korenman, Joan. *Internet Resources on Women: Using Electronic Media for Curriculum Transformation*. Baltimore, MD: National Center for Curriculum Transformation Resources on Women, Towson University, 1997. Updates: http://www.umbc. edu/wmst/updates.html .

- Searing, S.E. *Introduction to Library Research in Women's Studies*. Boulder, CO: Westview Press, 1985.

- University of Maryland Women's Studies Resources Web site at http://www.inform.umd.edu/EdRes/Topic/WomensStudies/ contains articles, reports, directory of women's studies programs, whole books, film reviews, files associated with WMST-L (the women's studies electronic discussion forum), syllabi, conference and job announcements, a picture gallery of famous women, and links to other sites. There is also a gopher version of this site—gopher or telnet to inform.umd.edu.

- University of Wisconsin System Women's Studies Librarian's Office compiles and makes available free or at minimum expense many excellent bibliographies on discipline and topic areas. For complete information, write Women's Studies Librarian, 430 Memorial Library, 728 State Street, Madison, WI 53706, or visit their web site: http://www.library.wisc.edu/libraries/WomensStudies/ . The web site offers numerous bibliographies, core lists of women's studies books prepared by the Women's Studies Section of the Association of College and Research Libraries, the audio visual collection of the University of Wisconsin System, and selected articles from Feminist Collections, a quarterly that reviews the latest print and audiovisual resources for research and teaching in women's studies. In addition, the web site provides many links to other resources on women's studies, including an especially useful list arranged by subject and a list of magazines and journals.

- *Women of Color and Southern Women: A Bibliography of Social Science Research, 1975-1988*. Annual supplements 1989, 1990, 1991/1992, and 1993/1994. Text version available from Center for Research on Women, 339 Clement Hall, University of Memphis, Memphis, TN 38152. Phone: (901) 678-2642, fax: (901) 678-3652. This database is also included in a CD Rom, *Women's Resources International*, available from NISC (National Information Services Corporation), Wyman Towers, 3100 St. Paul Street, Baltimore, MD 21218. Subsequent updates will be available on the Web site of the Library Corporation of America at http://www.nlightn.com. Database searches are also available from the Center for Research on Women, University of Memphis.

Rethinking the Disciplines

The answer to why women have not been a part of the traditional curriculum resides in part in the definitions and paradigms of knowledge employed by the disciplines. These definitions and paradigms are often invisible and unconscious. Thus, much attention has been devoted to analyzing how disciplines define themselves and how they would have to change to make both men and women a part of their research and scholarship. Many of these titles are anthologies containing separate essays on individual disciplines and topics.

- Collins, Patricia Hill. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. Boston: Unwin and Hyman, 1990.
- DuBois, Carol, et al. *Feminist Scholarship: Kindling in the Groves of Academe*. Urbana and Chicago: University of Illinois Press, 1987.
- Farnham, Christie, ed. *The Impact of Feminist Research in the Academy*. Bloomington: Indiana UP, 1987.
- Fausto-Sterling, Anne. *Myths of Gender: Biological Theories About Women and Men*. 2nd ed. New York: Basic Books, 1992.
- Gaskell, Jane, and John Willinsky, eds. *Gender In/forms Curriculum, From Enrichment to Transformation*. New York: Teachers College Press, 1995.
- Giddings, Paula. *When and Where I Enter: The Impact of Black Women on Race and Sex in America*. New York: William Morrow, 1984.

- Gilligan, Carol. *In a Different Voice: Psychological Theory and Women's Development*. Cambridge: Harvard UP, 1984.

- Harding, Sandra. *The Science Question in Feminism*. Ithaca: Cornell UP, 1986.

- Hartman, Joan E., and Ellen Messer-Davidow, eds. *(En)Gendering Knowledge: Feminists in Academe*. Knoxville: University of Tennessee Press, 1991.

- Hedges, Elaine, ed. *Women in the Curriculum: Discipline Analyses*. Brief essays with bibliography in which scholars on women in specific disciplines summarize the key issues for their discipline of the scholarship and research on women. Baltimore, MD: National Center for Curriculum Transformation Resources on Women, Towson University, 1997.

- Helly, Dorothy O., ed. *Women in the Curriculum: Rethinking the Disciplines*. Panels of scholars in seven disciplines discuss the impact of the scholarship on women on their discipline. Baltimore, MD: National Center for Curriculum Transformation Resources on Women, Towson University, 1997.

- Kramarae, Cheris, and Dale Spender, eds. *The Knowledge Explosion: Generations of Feminist Scholarship*. New York: Teachers College Press, 1992.

- James, Susan, and Teresa Brennan, eds. Oxford Readings in Feminism series. Current titles: Evelyn Fox Keller and Helen E. Longino, eds. *Feminism and Science*. New York: Oxford UP, 1996; and Joan Wallach Scott, ed. Feminism and History. New York: Oxford UP, 1996.

- Langland, Elizabeth, and Walter Gove, eds. *A Feminist Perspective in the Academy: The Difference It Makes*. Chicago: University of Chicago Press, 1983.
- Lauter, Paul. *Canons and Contexts*. New York: Oxford UP, 1991.
- Minnich, Elizabeth Kamarck. *Transforming Knowledge*. Philadelphia: Temple UP, 1990.
- Rosser, Sue V. *Biology and Feminism: A Dynamic Interaction*. New York: Twayne, 1993.
- Sherman, Julie A., and Evelyn Torton Beck, eds. *The Prism of Sex, Essays in the Sociology of Knowledge*. Madison: University of Wisconsin Press, 1979.
- Spanier, Bonnie. *Impartial Science, Gender Ideology in Molecular Biology*. Bloomington: Indiana UP, 1995.
- Spender, Dale, ed. *Men's Studies Modified*. New York: Pergamon Press, 1981.
- Stanton, Domna C., and Abigail J. Stewart, eds. *Feminisms in the Academy*. Anne Arbor, MI: UM Press, 1995.
- Stone, Lynda, ed. *The Education Feminism Reader: Developments in a Field of Study*. New York: Routledge, 1994.
- Treichler, Paula A., ed. *For Alma Mater: Theory and Practice in Feminist Scholarship*. Urbana: Illinois UP, 1985.

Pedagogy

If the content of traditional courses has excluded or marginalized women, have traditional methods of teaching also been disadvantageous to women students? Analyses of classroom dynamics, learning, and career choice try to answer this question.

- Banks, James A. *Multiethnic Education: Theory and Practice*. 2nd ed. Boston: Allyn and Bacon, 1988.
- Belenky, Mary Field. *Women's Ways of Knowing: The Development of Self, Voice, and Mind*. New York: Basic Books, 1986.
- Cannon, Lynn Weber. "Fostering Positive Race, Class and Gender Dynamics in the Classroom." *Women's Studies Quarterly* 1.2 (1990): 126-33.
- Caywood, Cynthia L. and Gillian R. Overing, eds. *Teaching Writing: Pedagogy, Gender, and Equity*. Albany: SUNY Press, 1986.
- Culley, Margo and Catherine Portuges, eds. *Gendered Subjects: The Dynamics of Feminist Teaching*. New York: Routledge & Kegan Paul, 1985.
- Gabriel, Susan L., and Isaiah Smithson. *Gender in the Classroom: Power and Pedagogy*. Urbana and Chicago: University of Illinois Press, 1990.
- "Feminist Pedagogy I," #41. "Feminist Pedagogy II," #42. *Radical Teacher*, P.O. Box 383316, Cambridge, MA 02238.
- Hall, Roberta M., and Bernice R. Sandler. "The Classroom Climate: A Chilly One for Women?" Association of American Colleges, 1818 R. Street, NW, Washington, DC 20009.

- hooks, bell. *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge, 1994.
- *How Schools Shortchange Girls: The AAUW Report*. New York: Marlowe Company, 1995.
- Logan, Judy. *Teaching Stories*. St. Paul, MN: Minnesota Inclusiveness Program, 1993. (Minnesota Inclusiveness Program, 1125 Harbor Lane North, Plymouth, MN 55447).
- Maher, Frances A. and Mary Kay Thompson Tetreault. *The Feminist Classroom*. New York: Harper/Collins, 1994.
- Omolade, Barbara. "A Black Feminist Pedagogy." *Women's Studies Quarterly* Fall/Winter 15 (1987): 32-39.
- Rosser, Sue. *Female-Friendly Science: Applying Women's Studies Methods and Theories to Attract Students*. New York: Pergamon, 1990.
- Rosser, Sue. *Teaching the Majority, Breaking the Gender Barrier in Science, Mathematics, and Engineering*. New York: Teachers College Press, 1995.
- Rothenberg, Paula. "The Hand that Pushes the Rock." *Women's Review of Books* (1989): 2.
- Rothenberg, Paula. "Teaching About Racism and Sexism: A Case History." *Journal of Thought* 20.3 (1985): 122-36.
- Sadker, Myra and David Sadker. *Failing at Fairness: How America's Schools Cheat Girls*. New York: Scribners, 1994.

- Shrewsbury, Carolyn M. "Feminist Pedagogy: A Bibliography," *Women's Studies Quarterly* Fall/Winter 15 (1987).

- Weiler, Kathleen. *Women Teaching for Change: Gender, Class and Power*. South Hadley, MA: Bergin & Garvey, 1988.

Advice and Experience of Colleagues

Thousands of faculty throughout the United States have been involved in curriculum transformation projects. Much of their work has been published in collections of reports, essays, and revised syllabi, some of which have become available as books or journal articles. Many, however, remain less visible, in-house publications originally available only from project directors, centers, or institutions. Both kinds of resources are listed below.

- Aiken, S.H., Karen Anderson, Myra Dinnerstein, Judy Lensink, and Patricia MacCorquodale. "Trying Transformations: Curriculum Integration and the Problem of Resistance." *Signs* 12.2 (1987): 255-75.

- Aiken, Susan Hardy, et al. *Changing Our Minds, Feminist Transformations of Knowledge*. New York: State University of New York Press, 1988.

- Andersen, Margaret. "Changing the Curriculum in Higher Education." *Signs* 12.2 (1987): 222-54.

- Arch, Elizabeth, and Sandra Kirschner. "Gender Balancing as a Catalyst for Institutional Change." *Educational Record* 66.2 (1984): 48-52.

- Buncombe, Margaret, and Dorothy O. Helly. "The City University of New York 1988-89 Faculty Development Seminar on Balancing the Curriculum for Gender, Race, Ethnicity, and Class." *Radical Teacher* 37 (1990): 14-26.

- Butler, Johnnella E., Sandra Coyner, Margaret Homans, Marlene Longenecker, and Caryn McTighe Musil. *Liberal Learning and the Women's Studies Major*. College Park, MD: National Women's Studies Association, 1991.

- Butler, Johnnella E., and Betty Schmitz. "Ethnic Studies, Women's Studies, and Multiculturalism." *Change* 24.1 (1991): 36-41.

- Butler, Johnnella E., and Betty Schmitz. "Different Voices: A Model for Integrating Women of Color into Undergraduate American Literature and History Courses." *Radical Teacher* 37 (1989): 4-9.

- Butler, Johnnella E., and James C. Walter. *Transforming the Curriculum: Ethnic Studies and Women's Studies*. Albany: State University of New York Press, 1991.

- Collins, Patricia Hill. "On Our Own Terms: Self-Defined Standpoints and Curriculum Transformation." *NWSA Journal* 3.3 (1991): 367-81.

- Coulter, Sara, K. Edgington, and Elaine Hedges. *Resources for Curriculum Change. Integrating the New Scholarship on Women*. 1986. Baltimore, MD: Towson State University, 1994.

- Dinnerstein, Myra, and Betty Schmitz. *Ideas and Resources for Integrating Women's Studies into the Curriculum*. 2 vols. Tucson, AZ: Western States Project on Women in the Curriculum, The Southwest Institute for Research on Women, University of Arizona, Tucson, AZ 85719, 1986.

- Finn, M. C. "The Curriculum Integration Movement: Taking a Closer Look." *Women's Studies Quarterly* 13.2 (1985): 15-22.

- Fiol-Matta, Liza, and Mariam K. Chamberlain. *Women of Color and the Multicultural Curriculum, Transforming the College Classroom, With a Segment on Puerto Rican Studies.* New York: The Feminist Press at CUNY, 1994.

- Fritsche, JoAnn M. *Toward Excellence and Equity: The Scholarship on Women as a Catalyst for Change in the University.* Orono, ME: University of Maine at Orono, 1984. Available from the author, 324 Shibles Hall, University of Maine at Orono, Orono, Maine 04469.

- Ginorio, Angela B., and Johnella Butler. *Incorporating American Ethnic Minority Women into the Curriculum: An Evaluation of Curriculum Change Projects.* Final report to The Ford Foundation. Seattle: University of Washington, Northwest Center for Research on Women, 1992.

- Hedges, Elaine. *Getting Started: Planning and Organizing Curriculum Transformation Work.* Baltimore, MD: National Center for Curriculum Transformation Resources on Women, Towson University, 1997.

- Hedges, Elaine, Myrna Goldenberg, and Sara Coulter, eds. *Community College Guide to Curriculum Change.* Towson, MD: Towson State University, 1990.

- Hill, L. I. "The Ford Foundation Program on Mainstreaming Minority Women's Studies." *Women's Studies Quarterly* 18.1&2 (1990): 24-38.

- Hoffman, N. "Black Studies, Ethnic Studies, and Women's Studies: Some Reflections on Collaborative Projects." *Women's Studies Quarterly* 14.1&2 (1986): 49-53.

- Mael, Phyllis, ed. *Women and the Humanities: A Resource Book for Curriculum Integration*. Philadelphia: Community College Humanities Association, Community College of Philadelphia, 1989.

- McIntosh, Peggy. "Interactive Phases of Curricular Revision: A Feminist Perspective." Working Paper No. 124. Wellesley, MA: Wellesley College Center for Research on Women, 1983.

- McIntosh, Peggy. "Interactive Phases of Curricular and Personal Re-Vision with Regard to Race." Working Paper No. 219. Wellesley, MA: Wellesley College Center for Research on Women, 1990.

- McIntosh, Peggy. "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women's Studies." Working Paper No. 189. Wellesley, MA: Wellesley College Center for Research on Women, 1988.

- Monk, Janice, Amy Newhall, and Ann Betteridge, eds. "Reaching for Global Feminism: Approaches to Curriculum Change in the Southwestern United States." Special issue, *Women's Studies International Forum* 14.4 (1991).

- Newhall, Amy W., comp. *Teaching Women's Studies from an International Perspective. Ideas and Resources: A Collection of Syllabi*. Tucson, AZ: Southwest Institute for Research on Women, University of Arizona, 1990.

- Pointer, B. P., and G. S. Auletta. "Restructuring the Curriculum: Barriers and Bridges." *Women's Studies Quarterly* 18.1&2 (1990): 86-94.

- Rosenfelt, Deborah S. "Curriculum Transformation Project at UMCP: Report on the 1989 Summer Faculty Institute," unpublished manuscript. College Park, MD: University of Maryland Curriculum Transformation Project.

- Rosenfelt, Deborah S. "Integrating Cross-Cultural Perspectives in the Curriculum: Working for Change in the California State Universities." *Radical Teacher* 37 (1990): 10-3.

- Rosenfelt, Deborah, and Rhonda Williams. "Learning Experience: The Curriculum Transformation Project at the University of Maryland at College Park." *Women's Review of Books* 9.5 (1992): 33-5.

- Rosenfelt, Deborah S. "What Women's Studies Programs Do that Mainstreaming Can't." *Women's Studies International Forum* 7.3 (1984): 167-75.

- Schmitz, Betty. *Integrating Women's Studies into the Curriculum: A Guide and Bibliography*. Old Westbury, NY: Feminist Press, 1985.

- Schmitz, Betty. *Core Curriculum and Cultural Pluralism*. Washington, DC: Association of American Colleges, 1992.

- Schmitz, Betty, and Myra Dinnerstein. "Incorporating Scholarship on Women into the Community College Curriculum." *AAWCJC Journal* (1991): 5-11.

- Schmitz, Betty, and A. S. Williams. "Seeking Women's Equity through Curriculum Reform: Faculty Perceptions of an Experimental Project." *Journal of Higher Education* 54.5 (1983): 556-65.

- Schuster, Marilyn R., and Susan Van Dyne. *Women's Place in the Academy: Transforming the Liberal Arts Curriculum*. Totowa, NJ: Rowman and Allanheld, 1985.

- Smith, Carol H., and Ferris Olin. *The New Jersey Project: Integrating the Scholarship on Gender, 1986-1990*. Rutgers, NJ: Institute for Research on Women, State University of New Jersey.

- Spanier, Bonnie, Alexander Bloom, and Darlene Boroviak, eds. *Towards a Balanced Curriculum: A Sourcebook for Initiating Gender Integration Projects*. Cambridge, MA: Schenkman, 1984.

- Tetreault, Mary Kay. "Feminist Phase Theory: An Experience-Derived Evaluation Model." *Journal of Higher Education* 56 (1980): 363-84.

- Vaughan, Kieran, and Mariette T. Sawchuk, eds. *Infusing Multicultural Perspectives Across the Curriculum*. Los Angeles: Prism Publishing of Mount St. Mary's College. 12001 Chalon Road, Los Angeles, CA 90049,1993.

- Whaley, Liz, and Liz Dodge. *Weaving in the Women, Transforming the High School English Curriculum*. Portsmouth, NH: Boynton/Cook, 1993.

- Zinn, Maxine Baca, and Bonnie Thornton Dill, eds. *Women of Color in U.S. Society*. Philadelphia: Temple University Press, 1994.

Professional Associations as Sources of Curriculum Transformation Publications

Many national professional organizations have supported the publication and distribution of curriculum transformation materials as part of the resources for teaching that they want to provide for their faculty. In addition to being excellent resources, these materials have the advantage for many faculty of being associated with a professional organization with which they identify.

- American Anthropological Association, 1703 New Hampshire Avenue, NW, Washington, DC 20009.

  Morgen, Sandra, ed. *Gender and Anthropology: Critical Reviews for Research and Teaching*, 1989.

- American Chemical Society, Office of Professional Services, 1155 16th Street, NW, Washington, DC 20036. Phone: 202-872-4564.

  Workforce Report. A new series which covers women in chemistry.

- American Political Science Association, Educational Affairs, 1527 New Hampshire Avenue, NW, Washington, DC 20036.

  Cook, Beverly B., Leslie F. Goldstein, Karen O'Connor, and Susette M. Talerico. *Women in the Judicial Process*. 1988.

  Gelb, Joyce, and Ethel Klein. *Women's Movements: Organizing for Change*. 1988.

  Hedblom, Milda K. *Women and Power in American Politics*. 1988.

Sapiro, Virginia. *Women, Political Action, and Political Participation*. 1988.

Shanley, Mary Lyndon. *Women's Rights, Feminism, and Politics in the United States*. 1988.

- American Psychological Association, Women's Program Office, 1200 17th Street, NW, Washington, DC 20036. http://www.apa.org

Judith M. Gappa, and Janice Pearce. *Sex and Gender in the Social Sciences: Reassessing the Introductory Course*. Introductory Psychology. Rev. ed., 1994.

- American Sociological Association, 1722 N Street, NW, Washington, DC 20036. http://www.asanet.org

ASA Committee on the Status of Women. *Equity Issues for Women Faculty in Sociology Departments*. 1988.

Barnett, Bernice McNair, and Jean Belkhir,eds. *Race, Gender, & Class in Sociology: Toward an Inclusive Curriculum*. 1997.

Collins, Patricia Hill, and Margaret Andersen, eds. *An Inclusive Curriculum: Race, Class, and Gender in Sociological Instruction*. Rev. ed. 1988.

Levine, Martin P., and Paula C.Rust, eds. *The Sociology of Sexuality & Homosexuality: Syllabi & Teaching Materials*. 2nd ed. 1992.

Mahdi, Ali Akbar. *Teaching the Sociology of Development and Women in Development*. 1991.

Powell, Virginia, ed. *The Sociology of Gender: Syllabi & Other Instructional Materials*. Rev. ed. 1996.

Power, Virginia, ed. *The Sociology of Sex and Gender: Syllabi and Teaching Materials*, 3rd ed. 1990.

Romero, Mary. *Chicano and Latino Studies in Sociology: Syllabi and Instructional Materials*. 3rd ed. Rev. 1994.

Zipp, John, Peter Meiksins, Melvin Oliver, Mary Romero, Steven Vallas, and Idee Winfield, eds. *Integrating Issues of Cultural Diversity into Courses in Work and Occupations*. 1994.

- Association of American Colleges and Universities, 1818 R. Street, NW, Washington, DC 20009. http://www.aacu-edu.org/Initiatives/psew.html

Humphreys, Debra, Caryn McTighe Musil, and Holly Madsen. *On Campus With Women*. Quarterly.

Moses, Yolanda. *Black Women in Academe: Issues and Strategies*. 1989.

Musil, Caryn McTighe. *The Courage to Question: Women's Studies and Student Learning*. 1992.

Musil, Caryn McTighe. *Students at the Center: Feminist Assessment*. 1992.

Nieves-Squires, Sarah. *Hispanic Women: Making Their Presence on Campus Less Tenuous*. 1991.

O'Barr, Jean. *Evaluating Courses for Inclusion of New Scholarship on Women*. 1988.

Sandler, Bernice. *Success and Survival Strategies for Women Faculty Members*. 1992.

Sandler, Bernice. *Teaching Faculty Members to Be Better Teachers*. 1992.

Sandler, Bernice and Roberta M.Hall. *Academic Mentoring for Women Students and Faculty*. 1993.

Sandler, Bernice, and Roberta M. Hall. *The Campus Climate Revisited: Chilly for Women Faculty, Administrators, and Students*. 1986.

Sandler, Bernice and Roberta M. Hall. *Climate Issues Packet (includes The Classroom Climate: A Chilly One for Women, Selected Classroom Activities; Using the Classroom Climate: A Chilly One for Women; and Out of the Chilly Campus Climate for Women?*). 1982/1984.

Schneider, Carol Geary, Caryn McTighe Musil, and Gwendolyn Jordan Dungy. *American Commitments: Diversity, Democracy, and Liberal Learning*. The Diversity Web can be visited at: www.inform.umd.edu/diversityweb

- Association of American Geographers, Washington, DC; phone: 202-234-1450.

Rengert, Arlene C., and Janice J. Monk, eds. *Women and Spatial Change: Learning Resources for Social Science Courses*. Kendall Hunt, 1982.

- Latin American Studies Association, William Pitt Union, Room 946, University of Pittsburgh, Pittsburgh, PA 15260.

  Acosta-Belen, Edna, and Christine E. Bose, eds. *Integrating Latin American and Caribbean Women into the Curriculum and Research*. Albany NY: CELAC/IROW, 1990.

  Acosta-Belen, Edna, Christine E. Bose, and Barbara R. Sjostrom. *An Interdisciplinary Guide for Research and Curriculum on Puerto Rican Women*. Albany, NY: CELAC/IROW, 1991.

  Acosta-Belen, Edna, and Christine E. Bose, with Anne R. Roschelle. *Albany PR-Womenet Database*. Albany, NY:CELAC/IROW, 1991.

- National Association for Women in Education, 1325 18th Street NW, Suite 210, Washington, DC 20036-6511; phone: 202-659-9330; fax: 202-457-0946; e-mail: nawe@clark.net.

  Sandler, Bernice Resnick, Lisa A. Silverberg, and Roberta M. Hall. *The Chilly Classroom Climate, A Guide to Improve the Education of Women*. Washington, DC: National Association for Women in Education, 1996.

- National Women's Studies Association, University of Maryland, College Park, MD 20742-1325.

  Lisa Albrecht, and Rose M. Brewer, eds. *Bridges of Power: Women's Multicultural Alliances*. 1990.

Johnnella Butler, et al. *Liberal Learning and the Women's Studies Major: A Report to the Profession*. Completed in conjunction with the Association of American Colleges and the National Review of Arts and Sciences Majors. 1991.

Jacobs, Ruth Harriet, Dorothy Redus Robinson, and Shevy Healey. *Listen to the Old Women*.

Musil, Caryn McTighe. *The Courage to Question: Women's Studies and Student Learning*. AAC&U and NWSA, 1992.

Musil, Caryn McTighe. *Students at the Center: Feminist Assessment*. AAC&U and NWSA, 1992.

- Organization of American Historians, 112 North Bryan, Bloomington, IN 47401.

  Restoring Women to History: Materials for U.S. 2 vols. 1983.

  Restoring Women to History: Teaching Packets for Integrating Women's History into Courses on Africa, Asia, Latin America, and the Caribbean, and the Middle East. Rev. ed 1989. To be published by Indiana UP.

- Speech Communication Association, 5105 Blacklick Road, Annandale, VA 22003

  Jenkins, Mercilee M. *Removing Bias, Guidelines for Student-Faculty Communication*. 1983.

Journals and Periodicals

There are a great many journals and periodicals devoted to feminist scholarship and issues of gender. An excellent resource for reviewing the contents of over 100 of these journals is Feminist Periodicals, A Current Lisitng of Contents, published quarterly by the Office of the Women's Studies Librarian at the University of Wisconsin. Since many libraries in educational institutions cannot subscribe to all of the journals of interest to their faculty and teachers, Feminist Periodicals allows individuals to browse current tables of contents and request copies of articles of particular interest. Complete publication information for the following journals is available in Feminist Periodicals as well as in other library resources. A list of journals with Web sites can be obtained at http://www.library.wisc.edu/libraries/WomensStudies/mags.htm .

Journals and periodicals especially useful in curriculum transformation:

Feminist Teacher. Published since 1984, this journal publishes articles, news, and other resources for feminist educators, from preschool to graduate school. Wheaton College, Norton, MA.

NWSA Journal. Published since 1988 by Ablex Publishing Corp., Norwood, NJ, this journal publishes scholarship which links feminist theory with teaching and activism. Interdisciplinary in perspective, NWSA Journal particularly encourages "articles by and about women of color, research analyzing class issues, scholarship examining non-Western cultures and research focusing on feminist pedagogy."

Radical Teacher: A Socialist and Feminist Journal on the Theory and Practice of Teaching. Published by the Boston Women's Teachers' Group, Inc., Cambridge, MA, this journal is devoted to a radical

critique or revision of education. While the majority of articles are written for higher education, articles on K-12 are encouraged.

Signs: Journal of Women in Culture and Society. Published since 1975 by the University of Chicago Press, this journal provides interdisciplinary work on women, including feature articles, research, review essays, reports, book reviews, letters/comments, and archival notes.

Transformations, The New Jersey Project Journal. Published since 1990, this journal focuses on the work of the curriculum transformation experience of the faculty and students in The New Jersey Project.

The Women's Review of Books. Published since 1983 by the Wellesley College Center for Research on Women, the Women's Review provides "in-depth review of current books, in all fields, by and/or about women."

Women's Studies Quarterly. Published since 1972 by The Feminist Press at CUNY, this journal is focused on teaching and the scholarship most useful to teachers. There are two thematic issues each year on such topics as mothering, race and culture, sex and sexuality, war and peace, and teaching the scholarship on women in specific disciplines. Articles concern the theory and practice of women's studies and women in academic professions.

Women's Studies International Forum. Published since 1978 by Pergamon Press, Inc., this journal strives to reflect the multidisciplinary, international field of women's studies, both inside and outside of academia. It seeks to acknowledge cultural differences and to encourage an international exchange based on a shared feminist framework.

Towson University, Baltimore, MD

Selected journals and periodicals of general interest or relevance to specific disciplines:

AWIS Magazine. Published by the Association for Women in Science.

Affilia: Journal of Women and Social Work

Berkeley Women's Law Journal

Camera Obscura

Concerns: Women's Caucus for the Modern Languages

Connexions: An International Women's Quarterly

Critical Matrix: The Princeton Journal of Women, Gender, and Culture

Differences: A Journal of Feminist Cultural Studies

Diversity Digest

Feminism & Psychology: An International Journal

Feminist Collections: A Quarterly of Women's Studies Resources

Feminist Economics Journal

Feminist Issues

Feminist Studies

Frontiers: A Journal Of Women's Studies.

Gender and Education

Gender & History

Gender and Society

Genders

Harvard Women's Law Journal

Hypatia: A Journal Of Feminist Philosophy

Initiatives: Journal of NAWE (National Association of Women in Education)

Journal of Feminist Studies in Religion

Journal of Gender Studies

Journal of Women and Religion

Journal of Women's History

Kalliope: A Journal of Women's Art

Legacy

Media Report to Women

Minerva: Quarterly Report on Women and the Military

Off Our Backs

On Campus With Women

Psychology of Women Quarterly

Sex Roles: A Journal of Research

Tulsa Studies in Women's Literature

Wisconsin Women's Law Journal

Woman's Art Journal

Women: A Cultural Review

Women & Criminal Justice

Women & Environments

Women & Health

Women & Language

Women & Politics

Women's History Review

Women's Research Network News (National Council for Research on Women newsletter)

Women's Studies: An Interdisciplinary Journal

Women's Studies in Communication

Yale Journal of Law and Feminism

About the Author

Sara Coulter is Professor of English at Towson University and Co-Director of the National Center for Curriculum Transformation Resources on Women, a project funded by The Ford Foundation and FIPSE. Since 1970 she has been a member of the Women's Studies program at Towson. Her extensive work in curriculum transformation includes co-directing two FIPSE projects: a three year project at Towson and a two year project involving five community colleges in the Baltimore-Washington area. In addition, she co-edited the two books produced by these projects and has consulted and presented on curriculum transformation at many institutions and conferences.

Reader Comment

Introductory Bibliography

Thank you for taking a few minutes to provide us with feedback on how you've used this book. If you have shared the book with others, please feel free to copy this form and provide it to them.

	Very Useful	Moderately Useful	Not Very Useful	Did Not Use
Overall, how useful was this bibliography?	☐	☐	☐	☐

Please rate each section according to its value to you:

	Very Useful	Moderately Useful	Not Very Useful	Did Not Use
Introduction to Women as a Subject of Study	☐	☐	☐	☐
Scholarship on Women	☐	☐	☐	☐
Rethinking the Disciplines	☐	☐	☐	☐
Pedagogy	☐	☐	☐	☐
Advice and Experience of Colleagues	☐	☐	☐	☐
Professional Associations as Sources of Curriculum Transformation Publications	☐	☐	☐	☐
Journals and Periodicals	☐	☐	☐	☐

Is there additional material that you would like added to the bibliography?

Please tell us something about your institution. Is it a:

☐ high school ☐ four-year college ☐ other (what?_____
☐ two-year college ☐ research university _____)

Also tell us something about yourself. Are you: (check all that apply)

☐ a faculty member (If so, what is your discipline of training? _____)
☐ a student (If so, what is your major? _____)
☐ an administrator ☐ other (what?_____)

For additional comments, please write on the back of this card or attach additional pages.

Name and Address:

Thanks!

City/State/Zip:

Phone: Email:

TAPE HERE TAPE HERE

Comments: We would welcome additional comments. Please be specific. Write in the space below, or use additional pages if necessary. Thank you!

NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL

FIRST CLASS PERMIT NO. 9560 BALTIMORE, MD

POSTAGE WILL BE PAID BY ADDRESSEE

National Center for Curriculum Transformation Resources on Women
Institute for Teaching and Research on Women
Towson University
8000 York Road
Towson, MD 21252

Publications of the National Center for Curriculum Transformation Resources on Women

WOMEN IN THE CURRICULUM

The following publications consist of directories, manuals, and essays covering the primary information needed by educators to transform the curriculum to incorporate the scholarship on women. The publications have been designed to be brief, user friendly, and cross referenced to each other. They can be purchased as a set or as individual titles. Tables of contents and sample passages are available on the National Center Web page: http://www.towson.edu/ncctrw/.

➢ ***Directory of Curriculum Transformation Projects and Activities in the U.S.***

The *Directory* provides brief descriptions of 237 curriculum transformation projects or activities from 1973 to the present. It is intended to help educators review the amount and kinds of work that have been occurring in curriculum transformation on women and encourage them to consult project publications (see also *Catalog of Resources*) and to contact project directors for more information about projects of particular interest and relevance to their needs.

386 pages, 8½ x 11 hardcover, $30 individuals, $45 institutions, ISBN 1-885303-07-6

➢ ***Catalog of Curriculum Transformation Resources***

The *Catalog* lists materials developed by curriculum transformation projects and national organizations that are available either free or for sale. These include proposals, reports, bibliographies, workshop descriptions, reading lists, revised syllabi, classroom materials, participant essays, newsletters, and other products of curriculum transformation activities, especially from those projects listed in the *Directory*. These resources provide valuable information, models, and examples for educators leading and participating in curriculum transformation activities.

(Available fall 1997)

➢ ***Introductory Bibliography for Curriculum Transformation***

The *Introductory Bibliography* provides a list of references for beginning curriculum transformation on women, especially for those organizing projects and activities for faculty and teachers. It does not attempt to be comprehensive but rather to simplify the process of selection by offering an "introduction" that will lead you to other sources.

15 pages, 6 x 9 paper, $7, ISBN 1-885303-32-7

➢ ***Getting Started: Planning Curriculum Transformation***

Planning Curriculum Transformation describes the major stages and components of curriculum transformation projects as they have developed since about 1980. Written by Elaine Hedges, whose long experience in women's studies and curriculum transformation projects informs this synthesis, *Getting Started* is designed to help faculty and administrators initiate, plan, and conduct faculty development and curriculum projects whose purpose is to incorporate the content and perspectives of women's studies and race/ethnic studies scholarship into their courses.

124 pages, 6 x 9 hardcover, $20 individuals, $30 institutions, ISBN 1-885303-06-8

➢ ***Internet Resources on Women: Using Electronic Media in Curriculum Transformation***

This manual gives clear, step-by-step instructions on how to use e-mail, find e-mail addresses, and access e-mail discussion lists relevant to curriculum transformation. It explains Telnet, FTP, Gopher, and the World Wide Web, and how to access and use them. It discusses online information about women on e-mail lists and World Wide Web sites. Written by Joan Korenman, who has accumulated much experience through running the Women's Studies e-mail list, this manual is a unique resource for identifying information for curriculum transformation on the Internet. Updates to this manual will be available on the World Wide Web at http://www.umbc.edu/wmst/updates.html .

130 pages, 6 x 9 hardcover, $20 individuals, $30 institutions, ISBN 1-885303-08-4

➢ ***Funding: Obtaining Money for Curriculum Transformation Projects and Activities***

This manual is intended to assist educators who lack experience in applying for grants but are frequently expected to secure their own funding for projects. The manual provides an overview of the process, basic information and models, and advice from others experienced in fund raising.

150 pages,6 x 9 hardcover, $20 individuals, $30 institutions, ISBN 1-885303-05-x

➢ ***Evaluation: Measuring the Success of Curriculum Transformation***

This manual outlines several designs which could be used when assessing the success of a project. *Evaluation: Measuring the Success of Curriculum Transformation* is written by Beth Vanfossen, whose background in the teaching of research methods as well as practical experience in conducting evaluation research informs the manual's advice. Evaluation is an increasingly important component of curriculum transformation work on which project directors and others often need assistance.

(Available fall 1997)

➢ ***Discipline Analysis Essays***

Under the general editorship of Elaine Hedges, the National Center has requested scholars in selected academic disciplines to write brief essays summarizing the impact of the new scholarship on women on their discipline. These essays identify and explain the issues to be confronted as faculty in these disciplines revise their courses to include the information and perspectives provided by this scholarship. The series is under continuous development, and titles will be added as they become available. See order form for essays currently available.

27 - 60 pages, 6 x 9 paper, $7 each

➢ ***CUNY Panels: Rethinking the Disciplines***

Panels of scholars in seven disciplines address questions about the impact on their disciplines of recent scholarship on gender, race, ethnicity, and class. The panels were developed under the leadership of Dorothy O. Helly as part of the Seminar on Scholarship and the Curriculum: The Study of Gender, Race, Ethnicity, and Class within The CUNY Academy for the Humanities and Sciences. For this seminar CUNY received the "Progress in Equity" award for 1997 from the American Association of University Women (AAUW).

56 - 85 pages, 6 x 9 paper, $10 each

ORDER FORM 1-800-847-9922, 8:30-4:00 EST, M-F or Fax: 1-410-830-3482

National Center for Curriculum Tranformation Resources on Women
Towson University, Baltimore, MD 21252

SHIP TO:

Name_____

Institution_____

Address_____ *(no P.O. Boxes)*

City_____ State_____ Zip_____

Phone_____ Fax_____ E-mail_____

***All orders must be prepaid* by charging the total to a credit card by phone, fax, or mail or by enclosing a check for the total amount with the order form. No purchase orders.**

☐ Check enclosed ☐ Visa ☐ Mastercard ☐ Discover

Account #_____ Exp. Date____/____

Signature_____

Printed Name_____

CUT HERE

WOMEN IN THE CURRICULUM

Title	Quantity	Total Cost
Complete SET of all titles listed below at 10% discount $251 set (individuals); $292 set (institutions) + $20 shipping		$
• **Directory of Projects & Activities,** Hardcover: $30 (individual); $45 (institutions)		$
• **Introductory Bibliography,** Paper: $7		$
• **Getting Started,** Hardcover: $20 (individual); $30 (institutions)		$
• **Internet Resources on Women,** Hardcover: $20 (individual); $30 (institutions)		$
• **Funding for Projects & Activities,** Hardcover: $20 (individual); $30 (institutions)		$
• **Discipline Analysis Essays,** Paper: $7 each		$

___Anthropology ___Art ___Biology ___British Literature ___Composition ___Economics ___Education ___European History ___Geography ___Health ___Music ___Philosophy ___Political Science ___Psychology ___Sociology ___U.S. History

• **CUNY Panels: Rethinking the Disciplines,** Paper: $10 each		$

___Anthropology ___Biology ___Education ___History ___Literature ___Psychology ___Sociology

Subtotal	$
Sales Tax (MD residents add 5%)	$
Shipping/Handling (UPS, $4 first title, $1 ea. addl.)	$
TOTAL	$

Make checks payable to: **TU UNIVERSITY STORE**
Mail order to: **University Store, University Union Bldg,**
Towson University, 8000 York Rd., Baltimore, MD 21252
Phone orders: **1-800-847-9922**

Printed in USA 1997

This *Introductory Bibliography* provides a list of references for beginning curriculum transformation on women, especially for those organizing projects and activities for faculty and teachers. It does not attempt to be comprehensive but rather to simplify the process of selecting basic information by offering an "introduction" that will lead to other sources.

Publications available in WOMEN IN THE CURRICULUM series

- Directory of Curriculum Transformation Projects and Activities in the U.S.
- Catalog of Curriculum Transformation Resources
- Introductory Bibliography: Basic References for Curriculum Transformation
- Getting Started: Planning Curriculum Transformation Work
- Internet Resources on Women: Using Electronic Media in Curriculum Transformation
- Funding: Obtaining Money for Curriculum Transformation Projects and Activities
- Evaluation: Measuring the Success of Curriculum Transformation
- Essays on Selected Topics and Issues
- Discipline Analysis Essays:
  - Anthropology
  - Art
  - Biology
  - British Literature
  - Composition
  - Economics
  - Education
  - European History
  - Geography
  - Health
  - Music
  - Philosophy
  - Political Science
  - Psychology
  - Sociology
  - U.S. History
- CUNY Panels: Rethinking the Disciplines
  - Anthropology
  - Biology
  - Education
  - History
  - Literature
  - Psychology
  - Sociology

National Center for Curriculum Transformation Resources on Women

Institute for Teaching and Research on Women
Towson University

BEST COPY AVAILABLE

ISBN 1-885303-32-7

9 781885 303325